

24th Annual Summer Seminar for Language Teachers

*Common Core and World Language Standards in the Context
of 21st Century Skills*

Part I:

**"The Brave New World of Common Core Standards: Overview and
Implications for World Language Programs and Educators"**

Part II:

**"Common Core Standards: A Model for Developing Literacy in the
World Language Classroom"**

By

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University of California, Santa Barbara
July 20-21, 2013

The Brave New World of Common Core Standards

Sample Task from Smarter Balanced Assessment

120 minutes

Part 1 (35 minutes)

You will read several articles, view a video and several photographs and then write an argumentative essay about graffiti.

In order to plan and compose your essay, you will do all of the following:

1. Read two articles, watch a video, and view four photographs.
2. Answer three questions about the sources.
3. Plan and write your essay.

You will now read the sources and watch a video. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like: (article 1) (video 1) (article 2) (photos 1–4)

Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes.

Answer the questions in the spaces provided below them.

1. The video, "Graffiti as an Art Form," suggests that graffiti has important benefits to the artist and audience. What evidence does it provide to support this conclusion? Use details from the video to support your answer.
2. What points about graffiti do the video, "Graffiti as an Art Form," and the article "Is Graffiti Art?" discuss that is not included in the article "City Should Crack Down on Graffiti"? Why is this additional information important when making an informed decision about graffiti? Support your answer with details from the articles and video.
3. How do photographs 3 and 4 help the article "City Should Crack Down on Graffiti" in presenting a particular viewpoint on graffiti? Use details from the photographs and article to support your answer.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

An art gallery in your town is planning to place several examples of graffiti on display. Many people in your community who support or oppose the exhibit are writing to the gallery's board of managers. Write an argumentative essay explaining why you agree or disagree with the idea of displaying graffiti in museum and gallery exhibits. Support your claim with details from what you have read and viewed.

The people scoring your essay will be assigning scores for:

1. Statement of purpose/focus—how well you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims
2. Organization—how well your ideas logically flow from the introduction to conclusion using effective transitions, and how well you stay on topic throughout the essay
3. Elaboration of evidence—how well you provide evidence from sources about your opinions and elaborate with specific information
4. Language and Vocabulary—how well you effectively express ideas using precise language that is appropriate for your audience and purpose
5. Conventions—how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your essay. Manage your time carefully so that you can:

1. plan your essay
2. write your essay
3. revise and edit for a final draft

1. Estimate the grade level and specify the subject for the task. Describe what is necessary to prepare students for the task.

What Kind of Instruction Will Get Us There?

Continuum of Knowledge (Based on Bloom's Taxonomy)

- (1) Remembering
- (2) Understanding
- (3) Applying
- (4) Analyzing
- (5) Evaluating
- (6) Creating

Thinking Continuum	Assimilation of Knowledge
	Acquisition of Knowledge

The low end of this continuum involves acquiring knowledge and being able to locate or recall that knowledge. At the upper end of the continuum, knowledge is fully integrated in the mind in logical and creative ways.

Continuum of Action (Created by Willard Daggett)

- (1) Acquire knowledge in one discipline
- (2) Apply knowledge in one discipline
- (3) Apply knowledge across disciplines
- (4) Apply knowledge to real-world predictable situations
- (5) Apply knowledge to real-world unpredictable situations

Action Continuum	Application of Knowledge
	Acquisition of Knowledge

The low end of this continuum involves acquiring knowledge for its own sake.

The upper end of this continuum involves the use of knowledge to solve complex, real-world problems and to create works for use in real-world situations.

Rigor-Relevance Framework

(International Center for Leadership in Education)

R I G O R • K N O W L E D G E	6 Creating 5 Evaluating	Assimilation C			Adaptation D	
	4 Analyzing 3 Applying	Acquisition A			Application B	
	2 Understanding 1 Remembering	1 Acquire knowledge in one discipline	2 Apply knowledge in one discipline	3 Apply knowledge across disciplines	4 Apply knowledge to real-world predictable situations	5 Apply knowledge to real-world unpredictable situations
RELEVANCE • APPLICATION						

Quadrant A – Acquisition: Students remember and understand.

Quadrant B – Application: Students use knowledge to solve problems, design solutions and complete work ultimately in unpredictable situations.

Quadrant C – Assimilation: Students extend and refine their knowledge and use it automatically and routinely to analyze, evaluate and create.

Quadrant D – Adaptation: Even when confronted with perplexing unknowns, students use extensive knowledge and skill to create solutions and take action that further develops their skill and knowledge.

Examples involving technical reading and writing:

Quadrant A: Recall definitions of various technical terms.

Quadrant B: Follow written directions to install new software on a computer.

Quadrant C: Compare and contrast several technical documents to evaluate purpose, audience and clarity.

Quadrant D: Write procedures for installing and troubleshooting new software.

2. What quadrant is represented by the task in the first prompt?

Thinking and Action: Bloom's and Dagget's Taxonomies

(A) What knowledge is acquired and can be recalled in Level 1 and 2?

(B) What knowledge can be integrated and used in creative ways in Level 3, Heritage Speakers, and AP Language, Literature and Culture?

Remember, in our standards, knowledge of grammar is not part of the content standard.

Level 1	Level 2	Level 3
Heritage Speakers	AP Language and Culture	AP Literature and Culture

(A) What knowledge can be used in real-world settings in Level 1 and 2?

(B) What knowledge can be used to solve complex problems and create works to use in real-world situations in Level 3, Heritage Speakers and AP Language, Literature and Culture?

Level 1	Level 2	Level 3
Heritage Speakers	AP Language and Culture	AP Literature and Culture

The Brave New World of Common Core Standards

Stages of Linguistic Proficiency

Outcome	Stage and Skill Area
01. Language users are able to determine the overall meaning of a letter and identify some supporting details in order to plan a response.	
03. Language users are able to write a short letter to a sponsoring agency describing their stay in the host country and explaining the benefits they derived from their visit.	
05. Language users are able to orally present and support an opinion about a stand taken by the United States that will negatively affect individuals of the target culture.	
07. Language users are able to ask and answer questions in an informal request to a government agency for a visa extension.	
09. Language users are able to list the articles of clothing to be cleaned in a note left to hotel staff.	
11. Language users are able to report the theft of personal valuables to a target-culture law enforcement agency.	
13. Language users are able to understand the ideas and most supporting details of a variety of target-culture literary texts recommended to them by a member of the target culture.	
15. Language users are able to identify memorized words and phrases in a radio weather report and dress appropriately.	

From Zaslow, "The College Board Language Learning Continuum as an Organizing Principle for Standards-Based Instruction", University of California, 2008

The Brave New World of Common Core Standards

Stages of Linguistic Proficiency

Outcome	Stage and Skill Area
02. Language users are able to understand the main ideas and most supporting details of a newspaper report that is having an impact on the individuals with which they are interacting.	
04. Language users are able to list their family members when questioned about family.	
06. Language users are able to ask and answer questions dealing with simple personal information when presented to a friend of a target-culture host.	
08. Language users are able to determine the overall meaning of a phone message and identify some supporting details when taking a message.	
10. Language users are able to understand the ideas and most supporting details of a panel discussion dealing with the platforms of various political candidates while at a formal target-culture gathering.	
12. Language users are able to understand the main ideas and most supporting details of a television interview with a famous actor while participating in a leisure activity representative of the target culture.	
14. Language users are able to write a response to a target-culture editorial in which they discuss in detail and with precision a differing point of view.	
16. Language users are able to identify memorized words and phrases in a supermarket advertisement in preparation for shopping.	

From Zaslow, "The College Board Language Learning Continuum as an Organizing Principle for Standards-Based Instruction", University of California, 2008

The Brave New World of Common Core Standards

Identifying Stage and Setting Reasonable Outcomes

STAGE I, Novice <i>Formulaic Language</i> Comprehend and produce memorized words and phrases dealing with discrete elements of daily life in highly predictable common daily settings	STAGE II, Intermediate <i>Created Language</i> Comprehend and produce sentences and strings of sentences dealing with topics related to self, the immediate environment, survival and courtesy in some informal and transactional settings	STAGE III, Advanced <i>Planned Language</i> Comprehend and produce oral and written paragraphs and strings of paragraphs dealing with concrete and factual topics of public interest in most informal and some formal settings	STAGE IV, Superior <i>Extended Language</i> Comprehend and produce cohesive multi-paragraph texts in speech and writing dealing with unfamiliar, abstract, practical, social and professional topics in most formal and informal settings and problem situations
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From Zaslow, "Framework-Aligned Instruction", 2002, University of California, cited in *Foreign Language Framework for California Public Schools*, 2003

	Stage	Reasonable Outcomes
Reading		
1. Key Ideas and Details		
2. Craft and Structure		
3. Integration of Knowledge and Ideas		
4. Range of Reading and Level of Text Complexity		
Writing		
1. Text Types and Purposes		
2. Production and Distribution of Writing		
3. Research to Build and Present Knowledge		
4. Range of Writing		
Speaking and Listening		
1. Comprehension and Collaboration		
2. Presentation of Knowledge and Ideas		
Language		
1. Conventions of Standard Language		
2. Knowledge of Language		
3. Vocabulary Acquisition and Use		

- (a) Converse and collaborate with others.
- (b) Develop receptive and productive vocabularies.
- (c) Present knowledge in speech supported by digital media and visual displays.
- (d) Read for main ideas.
- (e) Read for supporting details.
- (f) Read informational, cultural and literary texts.
- (g) Recognize the effect of choice on meaning and choose language appropriate to formal and informal register.
- (h) Use conventions of the standard language in speaking and writing.
- (i) Use knowledge and ideas from reading in speaking and writing.
- (j) Use technology to research, produce and publish and to collaborate with others.
- (k) Write a variety of texts.
- (l) Write for a variety of purposes and audiences.
- (m) Write, revise, edit and rewrite.

Common Core Literacy Standards for Technical Subjects

Reading: Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas	3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text
Reading: Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole	6. Assess how point of view or purpose shapes the content and style of a text
Reading: Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
Reading: Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently		

Writing: Text Types and Purposes		
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Writing: Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Writing: Research to Build and Present Knowledge		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	9. Draw evidence from literary or informational texts to support analysis, reflection, and research
Writing: Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences		

Common Core Literacy Standards for Technical Subjects

Speaking and Listening: Comprehension and Collaboration		
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
Speaking and Listening: Presentation of Knowledge and Ideas		
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Language: Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
Language: Knowledge of Language		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening		
Language: Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

The Ultimate in Health and Relaxation: A Weekend at Santa Gertrudis

Santa Gertrudis Ranch Resort is an eco-spa with enormous orchards, a lake and activities for all ages and tastes. It is located in the District of Chascomús, 165 kilometers from the capital, in Argentina. The ranch accepts a maximum of ten guests each weekend, six in the main house and four in the guest house. Santa Gertrudis is an oasis of tranquility, healthy food, daily exercise, photo safaris, observation of wild animals in their natural habitat, "an ideal weekend of rest and relaxation". Daily activities include hiking around the lake, soccer, swimming, horseback riding, bicycling, and our specialty, yoga using the Iyengar Method. Our food is natural and homemade, made with whole grains, vegetables grown on the farm and, for those who prefer, our own organic meat. In the afternoon, you may rest beneath the trees that surround the house, read, chat with the other guests, paddle on the lake or just relax. A weekend of healthy eating, daily exercise, total rest and special care makes you feel extraordinarily well and happy. For more information, call Dario Sarachaga, at phone (0242) 3-21-33 or fax 08-06-14.

1. Read the text and determine its purpose.
2. Circle the formulas that Level 1 students can understand.
3. Underline the sentences that Level 2 students can understand.
4. Create questions so that Level 1 or Level 2 students can understand the text sufficiently to accomplish its purpose.
5. Create activities with the comprehension questions.
6. Use the purpose of the text to create a written task.

Method

1. Select an authentic, informative text.
2. Determine the purpose of the text.
3. Determine the communicative proficiency necessary to comprehend the text according to its purpose.
 - Novice: words, phrases, formulas
 - *Students need to understand what the text is about (gisting/scanning for chunks)
 - Intermediate: sentences and strings of sentences
 - *Students need to understand who does what to whom (sentence-level relationships)
 - Advanced: paragraphs and strings of paragraphs
 - *Students need to understand main ideas and supporting details (paragraph-level relationships)
 - Superior: coherent multi-paragraph texts
 - *Students need to understand main ideas and supporting details (coherent multi-paragraph text-level relationships)
4. Create questions and activities to ensure the comprehension of the text according to its purpose.
 - Questions will require the use of evidence to demonstrate comprehension.
5. Use the purpose of the text to formulate culminating written tasks.

The Benefits of Laughter

Laughter and a good sense of humor are not only necessary for your mental health but also for your physical wellbeing. One of the greatest benefits of laughter is that it produces hormones called endorphins that have been shown to relieve pain, boost the immune system, eliminate toxins, improve health and heal us more quickly when we are sick. It is a fact that stress reduces our physical and mental health leading to ulcers, migraines, hypertension and depression, all of which can be combatted by laughter. When we laugh, our muscles relax, lung capacity increases, arterial pressure is reduced as are the levels of harmful toxins that block the immune system. Laughter is also physical exercise. It elevates our heart rate and moves more than 400 muscles. According to the neurologist William Fry, five minutes of laughter is equivalent to 45 minutes of light exercise. When a person laughs, the brain receives more oxygen, the abdominal and chest muscles tighten and body temperature rises half a degree all of which increase energy levels. It is instructive to learn that adults laugh less than 15 times per day in contrast with children who laugh between 300 and 400 times. Fortunately adults do smile frequently. Although, smiling produces less positive physical and emotional effects than laughter, it does communicate to the brain our psychological wellbeing and, as a result, produces positive physical and psychological effects.

How Borges Foresaw the Internet and other Imaginings

Many have been the authors who have penned works on technological themes or who have made technology the principal protagonist of their stories: from the visionaries of the world that chance has provided a place in time to for us to inhabit, such as Jules Verne or H.G. Wells, or those who ideate a future yet to see, such as Phillip K. Dick or Isaac Asimov.

There are others who, perhaps unknowingly, almost certainly unwittingly anticipated the future without writings that verse about these matters. I will not deny that the lines that follow require of the reader complete complicity with what is described in them,

- 1. Read the text and determine its purpose.
2. Circle the formulas that Level 1 students can understand. Underline the sentences that Level 2 students can understand.
3. Highlight the main ideas and details that Heritage Speakers or Level 3 students can understand.
4. Create questions so that Heritage Speakers of Level 3 students can understand the text sufficiently to accomplish its purpose.
5. Create activities with the comprehension questions.
6. Use the purpose of the text to create a written task.

and even more imagination than collusion in certain cases, but that slight effort may be rewarded with a picture of a half smile when viewing the intended meaning of immortal texts.

That Borges foresaw the internet is by now no secret for any initiate in his writings. In his *Book of Sand*, released in 1975, Borges describes the discovery of a book whose number of pages is "exactly infinite, none the first, none the last". So much for my request for complicity and magnanimity. In the end, it can all be summed up with the Quixotic, "you will see things, my friend, Sancho..."

World Language Content Standards for California Public Schools

Power Standards that Guide Instruction

CONTENT	
A. Knowledge and Topics	Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. Students address ^{S1} discrete elements of daily life, ^{S2} topics related to self and the immediate environment, ^{S3} concrete and factual topics related to the immediate and external environment or ^{S4} complex concrete, factual and abstract topics related to the immediate and external environment.
COMMUNICATION	
B1. Interpretive Communication	Students view, listen to and read authentic texts using knowledge of cultural products, practices and perspectives.
B2. Interpersonal Communication	Students listen, read, view, speak (sign) and write as a real-world shared activity with others.
B3. Presentational Communication	Students speak (sign) and write for listeners, viewers and readers in culturally appropriate ways.
CULTURES	
C1. Cultural Products, Practices and Perspectives	Students demonstrate understanding of the relationships between the products a culture produces, the practices a culture manifests and the perspectives that underlie them.
C2. Cultural Comparisons	Students demonstrate understanding of the similarities and differences within the target culture and among the students' own cultures.
C3. Cultures in Contact	Students demonstrate understanding of the effects of culture in contact.
STRUCTURES	
D1. Language and Text-Types	Students use structures to communicate (^{S1} sound, parameters, writing systems, ^{S2} word, sentence formation or ^{S3-4} text structure). Students comprehend and produce ^{S1} learned words (signs) and phrases, ^{S2} sentences and strings of sentences, ^{S3} paragraphs and strings of paragraphs or ^{S4} coherent, cohesive multi-paragraph texts.
D2. Language Comparisons	Students demonstrate understanding of the similarities and differences in the structures of the languages they know.
SETTINGS	
E1. Language Beyond the Classroom	Students use language in ^{S1} highly predictable daily settings, ^{S2} interpersonal settings, ^{S3} informal or ^{S4} formal settings.
E2. Lifelong Learning	Students ^{S1} recognize, ^{S2} participate in, ^{S3} initiate or ^{S4} sustain language use opportunities outside the classroom.

Correlation of World Language Power Standards and CCS, ELD, CTE

California's World Language Content Standards (WLCS)	Common Core Literacy Standards for Technical Subjects [Literacy for Native Speakers] (CCS)	California's ELD Standards (ELD)	California's CTE Model Curriculum Standards (CTE)
A1. Knowledge	W3. Research to Build and Present Knowledge		1.0 Academics 10.0 Technical Knowledge and Skills
A2. Topics	R3. Integration of Knowledge and Ideas		
B1. Interpretive Mode	R1. Key Ideas and Details R2. Craft and Structure R3. Range of Reading and Level of Text Complexity	IB. Interpretive Communication	2.1 Reading
B2. Interpersonal Mode	SL1. Comprehension and Collaboration	IA. Collaborative Communication	2.4 Listening and Speaking 5.0 Problem Solving and Critical Thinking
B3. Presentational Mode	W2. Production and Distribution of Writing W4. Range of Writing SL2. Presentation of Knowledge and Ideas	IC. Productive Communication	9.0 Leadership and Teamwork 4.0 Technology 2.2 Writing 11.0 Demonstration and Application
C1. Cultural Products, Practices and Perspectives			
C2. Cultural Comparisons			
C3. Cultures in Contact			
D1. Language	L1. Conventions of Standard Language L2. Knowledge of Language L3. Vocabulary Acquisition and Use	IIA. Structuring Cohesive Texts IIB. Expanding and Enriching Ideas IIC. Connecting and Condensing Ideas	2.3 Written and Oral Language Conventions
D2. Text Type	W1. Text Types and Purposes		
D3. Language Comparisons			
E1. Language Beyond the Classroom			6.0 Health and Safety 7.0 Responsibility and Flexibility 8.0 Ethics and Legal Responsibilities 3.0 Career Planning and Management
E2. Lifelong Learning			

Foreign Language Framework for California Public Schools

Power Practices that Guide Instruction

Objectives (knowledge, communication, form)	<i>Teachers establish objectives for knowledge, for communication (focus on meaning + form/culturally-valid real-world), and for control of vocabulary, structure and culturally appropriate behavior (focus on form + meaning).</i>
Exploratory Activities (pre-teaching, input and output)	<i>Teachers spark student interest in the unit's theme, tap into background knowledge; prepare students to interact with oral and written texts-- acquire the vocabulary, structure, cultural and academic knowledge necessary for the comprehension and production of messages.</i>
Listening/Reading (enabling, input)	<i>Teachers develop students' receptive proficiency, particularly their independent academic capacity through a variety of personalized, analytic and synthetic tasks.</i>
Analysis/Discovery of Grammar (enabling)	<i>Teachers develop student ability to use critical thinking skills to induce grammar.</i>
Meaningful and Personalized Guided Practice (enabling, input and output)	<i>Teachers provide for practice of elements of form in controlled situations: vocabulary, structure, culturally appropriate behavior (focus on form + meaning).</i>
Integrative Application and Extension (input and output)	<i>Teachers provide opportunities for students to reflect on the meanings of the unit and to use language to apply its lessons in culturally-valid real-world situations (focus on meaning + form).</i>
Evaluation (knowledge, communication, form)	<i>Teachers evaluate gains in knowledge, in communicative proficiency (focus on meaning + form/culturally-valid real-world), and in control of vocabulary, structure, and culturally appropriate behavior (focus on form + meaning).</i>

Categories of Languages

Category I Languages	<i>French, Italian, Portuguese, Spanish</i>
Category II Languages	<i>Farsi, German, Greek, Hindi</i>
Category III Languages	<i>Armenian, Filipino, Hebrew, Russian, Turkish, Vietnamese</i>
Category IV Languages	<i>Arabic, Japanese, Korean, Mandarin</i>

CALIFORNIA WORLD LANGUAGE PROJECT

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Tier 1, Instructional Practices: A Foreign Language; B Story-Based; C Spanish Speakers; E, Facilitating Communication

Tier 2, Textbook Enhancement: A, Foreign Language, Levels 1-3; B, Story-Based; C AP Language, AP Literature

Tier 3, Standards-Based Assessment; Tier 4 Special Topics; Tier 5 Leadership; Specialty, LCTLs, ELD, Film, Technology, Partnerships

**LA STARS (1985-2013) IS A REGIONAL SITE OF THE CALIFORNIA WORLD LANGUAGE PROJECT,
ONE OF NINE SUBJECT MATTER PROJECTS, CHARGED WITH IMPROVING CALIFORNIA'S K-14
FOREIGN, SECOND, AND HERITAGE LANGUAGE PROGRAMS**